**Marwood School Music Progression**

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| Reception | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
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| Communication and Language | Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs | | | | | |
| Physical Development | Combine different movements with ease and fluency. | | | | | |
| Expressive Arts and Design | Explore, use and refine a variety of artistic effects to express  their ideas and feelings.  Return to and build on their previous learning, refining ideas  and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups. | | | | | |
| **ELG**  **Expressive**  **Arts and Design**  **Being Imaginative and Expressive** | **Sing a range of well-known nursery rhymes and songs.**  **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.** | | | | | |

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| KS1 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
|  | Singing/ creating sound effects for a story  Christmas Production | **Charanga** – Reflect, Rewind, Replay Summer 2, year 1 | **Charanga** – Blown away recorder book 1 (tuned instruments). | Singing/ creating sound effects for a story  Christmas Production | **Charanga** – Rhythm in the way we walk and the banana rap Autumn 2, Unit 2, year 1 | **Charanga** – I wanna play in a band Spring 1, Unit 3, year 2 |
| Performing | Sing with good diction  Begin to be able to sing in tune songs with a limited range  Sing in time to a steady beat. | Perform with a good sense of beat and rhythm  Perform together in an ensemble  Name a variety of instruments | Perform with a good sense of beat and rhythm  Perform together in an ensemble  Change the tempo or dynamics while playing an instrument. | Sing with good diction  Begin to be able to sing in tune songs with a limited range  Sing in time to a steady beat. | Sing with good diction  Begin to be able to sing in tune songs with a limited range  Sing in time to a steady beat. | Perform with a good sense of beat and rhythm  Perform together in an ensemble |
| Listening |  | Begin to recognise different genres of music  Begin to recognise instruments being played in a piece of music  Express their opinion about pieces of music. |  |  | Begin to recognise different genres of music  Begin to recognise instruments being played in a piece of music  Express their opinion about pieces of music. | Begin to recognise different genres of music  Begin to recognise instruments being played in a piece of music  Express their opinion about pieces of music. |
| Composing | Create sound effects for a picture or story, thinking about how music can create a mood |  |  | Create sound effects for a picture or story, thinking about how music can create a mood |  | Compose a simple tune using three or four notes Write down their compositions using symbols, pictures or patterns. |
| Notation | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| Knowledge of music | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |

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| LKS2 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
|  | **Singing in one and two parts**  **Group Performance** | ***Ukuleles WCET*** | ***Drumming rhythms***  ***Samba*** | ***Exploring Rhythmic patterns***  ***Sea Shanties*** | ***Machine compositions***  ***Pink Floyd – Welcome to the Machine***  ***Use Garage Band to compose a piece of music for effect*** | ***Violins WCET***    ***Composing scores for a weather inspired piece of music*** |
| Performing | Sing with good diction. Sing in tune songs with a limited range. Sing a song with two or more parts. perform with expression | use correct technique to play instruments. | perform with expression; use correct technique to play instruments. | sing with good diction. sing in tune songs with a limited range. sing a song with two or more parts. perform with expression | Perform with expression. Use correct technique to play instruments. | use correct technique to play instruments. |
| Listening |  | Find the beat in a piece of music.  begin to recognise so recognise a range of music genres;recognise instruments being played in a piece of music;express their opinion about pieces of music using appropriate musical vocabulary; me orchestral instruments in a piece of music. | find the beat in a piece of music; explain the tempo, dynamics and duration of a piece of music  recognise a range of music genres; express their opinion about pieces of music using appropriate musical vocabulary; | find the beat in a piece of music; explain the tempo, dynamics and duration of a piece of music;  recognise a range of music genres; ;express their opinion about pieces of music using appropriate musical vocabulary;discuss similarities and differences in pieces of music. | Find the beat in a piece of music;  Explain the tempo, dynamics and duration of a piece of music | find the beat in a piece of music; explain the tempo, dynamics and duration of a piece of music; begin to recognise some orchestral instruments in a piece of music. Recognise a range of music genres; express their opinion about pieces of music using appropriate musical vocabulary;discuss similarities and differences in pieces of music. |
| Composing |  |  |  | compose a tune using eight notes. compose music that has a recognisable structure (beginning, middle and end). | Compose music that has a recognisable structure (beginning, middle and end). | compose a tune using eight notes;b. compose music that has a recognisable structure (beginning, middle and end). |
| Notation |  | recognise crotchets, quavers, semibreves and crotchet rests;begin to be able to recognise some notes on a treble clef staff. |  |  |  | recognise crotchets, quavers, semibreves and crotchet rests;begin to be able to recognise some notes on a treble clef staff. |
| Knowledge of music |  |  | name some composers and genres of music from different eras. |  | Name some composers and genres of music from different eras. | a. name some composers and genres of music from different eras. |

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| UKS2 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
|  | **Charanga – Vikings unit**  **UKELELES**  **PLAY AND PERFORM (Christmas performance)** | **Charanga- Around the World unit**  **Jamaican music**  **Reggae: Bob Marley** | **Charanga – Space unit**  **CLASSICAL MUSIC HOLST’s The Planets** | **Charanga – staying healthy**  **Body Percussion**  **PENNY WHISTLES SINGING (Christmas performance)** | **Charanga – Ancient Egypt**  **Signing & signing**  **Djembe drums** | **Sounds of the rainforest**  **Brazilian music: Samba**  **Rio carnival** |
| Performing | sing with good diction  sing in tune  sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;  perform with accuracy and expression, showing an understanding of the context of the music  use correct technique to play instruments with improved confidence and accuracy.  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | sing with good diction  sing in tune  sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;  perform with accuracy and expression, showing an understanding of the context of the music  use correct technique to play instruments with improved confidence and accuracy. | perform with accuracy and expression, showing an understanding of the context of the music  use correct technique to play instruments with improved confidence and accuracy. | sing with good diction  sing in tune  sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;  perform with accuracy and expression, showing an understanding of the context of the music  use correct technique to play instruments with improved confidence and accuracy.  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | sing with good diction  sing in tune  sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;  perform with accuracy and expression, showing an understanding of the context of the music  use correct technique to play instruments with improved confidence and accuracy. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”  perform with accuracy and expression, showing an understanding of the context of the music  use correct technique to play instruments with improved confidence and accuracy. |
| Listening | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. | recognise a range of music genres (including from around the world) and describe their characteristics;  name a variety of composers and artists associated with different genres of music;  recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music and explain how composers and performers achieve this | find the beat in a piece of music;  explain the tempo, dynamics, metre, timbre and duration of a piece of music;  recognise orchestral instruments and describe their effect in a piece of music | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. | recognise a range of music genres (including from around the world) and describe their characteristics;  name a variety of composers and artists associated with different genres of music;  recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music and explain how composers and performers achieve this |
| Composing |  |  | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |  |  | create more complex tunes, thinking about their audience;  Add lyrics to a composition;  compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics. |
| Notation | recognise crotchets, quavers, semibreves, crotchet and quaver rests; recognise notes on a treble clef staff; understand that notes are positioned differently on a bass clef; read, and play from, music notation; |  | record their own compositions using music notation. | recognise crotchets, quavers, semibreves, crotchet and quaver rests; recognise notes on a treble clef staff; understand that notes are positioned differently on a bass clef; read, and play from, music notation; |  |  |
| Knowledge of music | name some composers and genres of music from different eras;  name different musical periods. |  | name some composers and genres of music from different eras;  name different musical periods. |  | name some composers and genres of music from different eras;  name different musical periods. |  |